

# Iowa Professional Development Model

## Administrator's Guide



I o w a   D e p a r t m e n t   o f   E d u c a t i o n

# Iowa Professional Development Model

## Administrator's Guide



**2005**

For Additional Information Contact:

Deb Hansen  
Professional Development Consultant  
for Teacher Quality

State of Iowa  
Department of Education  
Grimes State Office Building  
Des Moines, Iowa  
50319-0146

Phone: 515-281-6131

Fax: 515-281-7700

E-mail: [Deb.hansen@iowa.gov](mailto:Deb.hansen@iowa.gov)

<http://www.state.ia.us/educate/>

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State of Iowa  
Department of Education  
Grimes State Office Building  
Des Moines, Iowa  
50319-0146

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## **Contributors**

Deb Hansen, Professional Development Consultant,  
Teacher Quality Team  
Bev Showers, Staff Development Consultant

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## About the Administrator's Guide

This guidebook provides school district and building level administrators with information and resources to implement quality professional development for the purpose of increasing student achievement. The materials included in this document offer resources and tools needed to use the Iowa Professional Development Model to fully implement the required District Career Development Plans, Building Level Plans For Professional Development, and Individual Teacher Career Development Plans.

Leaders of effective school improvement efforts recognize the power of professional development to increase the instructional skills of teachers and build the entire faculty's capacity to achieve school-wide goals. As school leaders study the components of the Iowa Professional Development Model (IPDM) and the technical assistance materials in this document, they will find structures that will enable their staff to experience quality professional development and to use practices that improve student learning.

Principals who function as staff development leaders recognize that professional development is a means to an end—improved student achievement. They work with faculty to identify the specific competencies that are most critical in helping staff achieve that end; they design purposeful, goal oriented strategies and programs to develop those competencies; and they sustain the commitment to those strategies and programs until staff acquire and use the intended knowledge and skills. They assess the impact of professional development not on the basis of the number of offerings or initial enthusiasm for the offerings, but on the basis of improved results.

Rick DuFour

In its simplest form, the practice of large-scale improvement is the mobilization of knowledge, skill, incentives, resources and capacities within schools and school systems to increase student learning. Strictly speaking, the practice of improvement is the sharing of a set of proven practices and their collective deployment for a common end. It is not the property of any one individual or any incumbent in any specific job. It is not the property of teachers or administrators or professional developers. It is a common set of practices shared across the profession, irrespective of roles.

Large-scale improvement intends to reach all students in all classrooms and all schools through the daily work of teachers and administrators. The idea of improvement means measurable increases in the quality of instructional practice and student performance over time. Quality and performance are on the vertical axis; time is on the horizontal axis; and improvement is movement in a consistently northeasterly direction.

Richard Elmore

Du Four, R. (2001) In the Right Context. *Journal of Staff Development*. National Staff Development Council. Winter.  
Elmore, R. (2000) *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute.

## Constant Conversation Questions

The technical assistance materials developed by the Department of Education for developing and evaluating the Comprehensive School Improvement Process (CSIP) uses four questions as an organizer for writing the CSIP. These questions are called Constant Conversation Questions. Local districts are encouraged to use the Constant Conversation Questions to guide their planning of the CSIP and the District Career Development Plan.

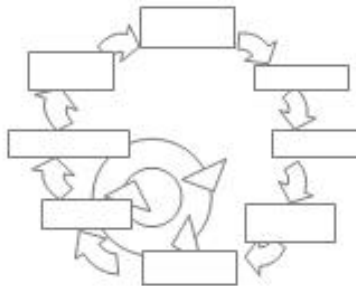
1. What do/will we do to meet student learning needs?
2. What do data tell us about our student learning needs?
3. How do/will we know that student learning has changed?
4. How will we evaluate our programs and services to ensure improved student learning?

For additional information on professional development, see the Iowa Professional Development Model Training Manual and web site:

<http://www.state.ia.us/educate/ecese/tqt/tc/pdmtm/state.html>

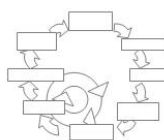
The Iowa Professional Development Model Training Manual is a technical assistance document that describes an approach for designing, implementing, and evaluating professional development that results in increased student achievement. It is structured to enable local districts to effectively develop and support the District Career Development Plan (DCDP).

# **The Iowa Professional Development Model**





Notes



# The Iowa Professional Development Model

In recent years, research in the fields of school improvement and staff development\* has converged in a remarkable consensus about the most effective ways to improve student achievement. The agreement is all the more surprising because it comprises a cluster of variables rather than assertions that any single action alone will increase student learning. This consensus includes:

- ❑ The importance of data for driving school improvement and student achievement goals;
- ❑ The alignment of assessment with curriculum and instruction;
- ❑ The provision of quality staff development with research-based content;
- ❑ The necessity for learning communities that study what is effective and work collaboratively to learn and implement new knowledge;
- ❑ The study of the implementation of planned change;
- ❑ The evaluation, both formative and summative, of planned change for its impact on student learning; and
- ❑ The guidance of strong leaders—teachers, principals, central office staff, superintendents, and school boards—operating collectively and collaboratively to govern the staff development/school improvement system.

At the same time, legislation at the federal (No Child Left Behind Act, 2001) and state levels has reinforced the need for these variables to operate simultaneously to increase the learning of our students. The National Staff Development Council (NSDC) has published revised standards for the conduct of staff development that focus not only on the process of staff development, but the content and context as well (NSDC, 2001). Given the

overwhelming evidence that well-designed staff development, fully integrated with effective school improvement practices, can increase student learning (Cohen and Hill, 2001; Consortium for Policy Research in Education, 2000; Elmore and Burney, 1999; Joyce and Calhoun, 1996; Joyce and Showers, 2002; Loucks-Horsely, et al., 1998; Schmoker, 1996; Supovitz, Mayer and Kahle, 2000), the NSDC now states that the **purpose of staff development is increased student achievement** (NSDC, 2001).

The model described in the following pages is a collaborative effort of the Iowa Department of Education (DE) and a stakeholders group representing area education agencies (AEAs), professional organizations (teachers, administrators, school boards), local education agencies (LEAs), higher education, and other providers of professional development in the state of Iowa. The model reflects their study, collaboration, reflection, and negotiation and provides an invaluable roadmap to the conduct of staff development for educators in Iowa.

## Elements of the Professional Development Model

The figure on page 6 represents a model of professional development embedded in a school improvement environment and following an action research framework. While professional development may take many forms and follow many processes, this model is proposed for the state of Iowa for several reasons. First, the legislature's intention is that professional development support "best teaching practice," which would translate into improved student learning in all areas. (In fact, both the Iowa Teacher Quality legislation and the national

\*This document uses the terms "professional development" and "staff development" interchangeably.

No Child Left Behind Act (2001) specify the use of research-based content for staff development to increase the probability that staff development programs will result in increased student learning.) Second, since student achievement most frequently results from the collective focus of schools on specific student learning outcomes (Elmore, 2002; Fullan, 2001; Joyce and Showers, 2002; Schmoker, 1996; Slavin, et al., 1996), the model is designed as a structure for school professional development efforts operating under the umbrella of district goals and leadership (as per the Comprehensive School Improvement Plan, CSIP, with

appropriate modifications for individual and collective professional development agendas. The fundamental tenet of the professional development model is that **student need will drive decision making, and student learning will form the basis on which professional development is judged.** Thus, while much of the professional development in which teachers currently engage can be integrated with that provided for schools and districts, there are some professional development activities (e.g., state mandates such as child abuse prevention) that fall outside the purview of this model.

## Foundations of the Model

The foundations underlying development of the Iowa Professional Development Model are described below. Studying these foundations helps the reader understand the logic for each component of the model. This logic is based on professional development research and the knowledge and experience of the stakeholder group that developed the Iowa Professional Development Model.

### **Foundation 1 – School improvement and staff development decisions are driven by student learning needs.**

As stipulated by the Iowa Student Achievement and Teacher Quality Program (SF 476, 2001) and advocated by the National Staff Development Council's *Standards for Staff Development* (NSDC, 2001), the purpose of the District Career Development Plan is to increase student learning. *If the object of professional development is increased student learning, the Iowa Professional Development Model is a high-probability course of action.*

### **Foundation 2 – The focus is on instruction and curriculum.**

Theory is present underlying the instructional strategy or model selected for staff development. The strategy or model:

- ❑ Directly addresses student achievement in an academic area (deep content knowledge in reading, math, science, etc.).
- ❑ Has a research base (evidence of improved student achievement across settings, across time, and for all students). (Bransford, Brown and Cocking, 1999; Calhoun, 1994; Kennedy, 1990, 1999; Joyce and Showers, 2002; Schmoker, 1996; Slavin and Fashola, 1998.)

### **Foundation 3 – When increased student learning is the goal of professional development, the efforts of collectivities of people have the best chance for success.**

The Iowa Professional Development Model describes a collective process in which collaborative action toward shared goals targets student learning needs. The rationale for this foundation is the research documenting successful school improvement efforts in which entire faculties or groups of teachers or schools worked together to improve student achievement. All site and district personnel responsible for instruction participate in the professional development. All teachers are included and the principal is heavily engaged in all aspects of the initiative. District administrative personnel and the approved provider are involved in training and in providing follow-up. (Operationally, this looks different at the elementary and secondary levels.) Research is clear that when increased student achievement is the goal, it is the collective efforts of educators that accomplish these goals. (Elmore, 2000, 2002; Fullan, 2001; Joyce and Calhoun, 1996; Joyce & Showers, 2002; Newmann and Wehlage, 1995; Rosenholtz, 1989; Slavin, et al., 1996; Wallace et al., 1984, 1990.)

### **Foundation 4 – The collection and analysis of data guide the entire professional development process.**

Student learning data guide the setting of goals for increased student learning as well as the content selected for study and implementation during a professional development cycle. Implementation data enable teachers/schools/districts to determine when their planned change is in place.

# **Iowa Professional Development Model**

Student Learning  
At the Center of School Improvement and Staff Development

## **Operating Principles**

- Focus on Curriculum, Instruction, and Assessment
- Participative Decision-Making (School & District)
  - Leadership
  - Simultaneity



Formative data on student responses to the implemented changes are used to modify the initial implementation plan. Program evaluation data provide information on the efficacy of the professional development plan for increased student learning. (See research on effective school improvement in Foundation 3 above for documentation of the importance of data-based decision making in the professional development cycle.)

**Foundation 5 – Specific student learning goals provide the direction for selecting professional development content.**

There is a clearly identified need based on student data and the district's long-range and annual improvement goals as described in the CSIP. The strategy or model selected for staff development can be interpreted and applied in classroom settings. The desired teacher behaviors and the desired student behaviors are described. (Bernhardt, 1998; Rosenholtz, 1989; Schmoker, 1996.)

**Foundation 6 – Content selected for professional development is supported by research.**

Both the Iowa Teacher Quality Program (2001) and the federal *No Child Left Behind* legislation (2002) stipulate that professional development content will be supported by scientific research. The rationale for this requirement is that teachers should learn curriculums, instructional strategies, assessments, and practices that have a demonstrated track record for helping students learn.

**Foundation 7 – The professional development process is cyclical.**

Professional development begins with planning components, includes continuous and collaborative teacher training and

evaluation components, and moves to summative evaluation of the PD program efforts. Specifically, this means that:

- ❑ **Intensive professional development** is provided with sufficient ongoing follow-up, support, and technical assistance (Joyce and Showers, 2002; NSDC, 2001; Odden, et al., 2002; Rosenholtz, 1989; Showers, 1982, 1984; Wallace, LeMahieu and Bickel, 1990).

In addition to presentations of information and theory about the instructional strategy, participants are provided with multiple demonstrations modeling the use of the strategy and opportunities to practice using the instructional strategy demonstrated. Professional development is sustained over time. The initiative is designed to last until implementation data indicate that the teachers are implementing the strategy accurately and frequently and student performance goals are met. (Joyce and Showers, 1983, 2002; NSDC, 2001; Odden, et al., 2002; Wallace, LeMahieu, and Bickel, 1990.)

- ❑ **Collaboration** is built in with opportunities for teachers to work together on a regular basis. The professional development initiative is part of the day-to-day work of teaching. The focal point of professional development planning and implementation is at the building level. Adequate time is provided for workshop experiences and workplace supports; i.e., planning together, rehearsing and observing lessons (coaching), practicing strategies in the classroom, and collecting and analyzing and discussing data. (Fullan and Hargreaves, 1991; Lieberman and Miller, 1996; Little, 1997; Rosenholtz, 1989; Showers, 1982, 1984, 1985; Showers and Joyce, 1996; Showers, Joyce and Bennett, 1987.)

- ❑ The **study of implementation** is built in as a routine. The faculty studies student data related to the content of professional development. The faculty regularly studies implementation data to know what students are experiencing. (Joyce and Calhoun, 1996; Joyce and Showers, 2002; Slavin, 1996).
- ❑ And, **formative evaluation** ensures the systematic collection of data relevant to stated goals for student progress, and **summative evaluation** provides information about the cumulative impact of a planned change on student learning. (Calhoun, 2001; Hertling, 2000; Yap et al., 2000.)

## Iowa Student Achievement and Teacher Quality Program

Many of the elements of the Iowa Professional Development Model are grounded in legislation passed by the Iowa General Assembly (Iowa Student Achievement and Teacher Quality Program). Approximately a year following Iowa's passage of the Teacher Quality bill, the federal No Child Left Behind Act (2001) was passed. With respect to school improvement, staff development, and student achievement, the two bills have considerable overlap. In the following section, relevant parts of the legislation are summarized.

### Summary of Legislation

In May of 2001, the Iowa General Assembly passed landmark legislation that identifies professional development as a key component of school reform in Iowa. The intent of the Iowa General Assembly, as stated in Senate File 476, is to create a student achievement and teacher quality program that acknowledges outstanding teachers are a key component in student success. The Student Achievement and Teacher Quality Program is sharply focused on increasing student achievement through acknowledging and supporting the improvement and acquisition of the knowledge and skills of teachers through professional development. The major elements of the legislation are:

- ❑ Mentoring and induction programs that provide support for beginning teachers;
- ❑ Professional development designed to directly support best teaching practice;
- ❑ Career paths with compensation levels that strengthen Iowa's ability to recruit and retain teachers;
- ❑ The eight Iowa Teaching Standards and supporting criteria, which shape the implementation of each aspect of the Teacher Quality Program;

- ❑ Team-based variable pay pilot program that provides additional compensation when student performance improves; and
- ❑ Teacher evaluation processes.

In the No Child Left Behind Act (2001) professional development is defined as activities that:

- ❑ Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- ❑ Are an integral part of broad school-wide and district-wide educational improvement plans;
- ❑ Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and are not one-day or short-term workshops or conferences, and
- ❑ Advance teacher understanding of effective instructional strategies that are—
  - based on scientifically based research; and
  - strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers (No Child Left Behind Act, Title IX, Sec. 9101 [34]).

### Purposes of the Iowa Professional Development Model

The purpose of professional development is to provide a structured, supportive, and collaborative environment to promote professional growth that will further the district's comprehensive school improvement plan (CSIP) goals in order to increase student achievement.



There are professional development plans at three levels—the district-level plan, the building-level plan, and the Individual Teacher Career Development Plan.

**District Career Development Plan**

**(DCDP):** The DCDP is submitted to the Department as part of the Comprehensive School Improvement Plan (CSIP) and is required of public school districts (IAC 281—83.6(2)). The purpose of this plan is to follow through with the stated goals of the CSIP, build teacher capacity through collective professional development, and to accomplish goals in student achievement. The focus is on instruction and professional growth of all site and district instructional staff that are responsible for instruction. Information about how to develop a district career development plan is available in another document (See *IPDM Training Manual* Part 3 pages 8-14). The first district plans for professional development were submitted as part of the CSIP process in September of 2004.

As part of their DCDP, each district is required to identify its approved provider(s). Providers are those individuals, agencies, or organizations that serve the district by providing long term, ongoing support of the district career development plan. For additional information on approving a provider see *IPDM Training Manual* Part IV pp 7-8.

**Building Level Professional Development**

**Plan:** Building plans are not required but are recommended to ensure that the district plans are put in place at the building level. The optional building-level plan for professional development can help clarify actions needed to address student learning needs, to design professional development, and to implement appropriate content and strategies for meeting the district's student

achievement goals. A building professional development plan should be developed jointly by the school administrator, teachers, and others. See the *Building Level Professional Development Plan Workbook* for suggestions.

**The Individual Teacher Career**

**Development Plan:** For each career teacher in the district, the individual teacher career development plan is developed in cooperation with a teacher's supervisor. The individual plan must be based on the Iowa Teaching Standards appropriate to the student achievement goals of the district and the teacher's needs. Ideally, the goals for individual teacher career development plans and the district career development plan will be very closely aligned. The individual teacher career development plan for the career teacher may be congruent with the district career development plan, and the process described in the Iowa Model for Professional Development may be used simultaneously to implement both. During the 2005-2006 school year, districts are required to have individual teacher career development plans in place for all career teachers.

The Teacher Quality Program requires the DE to identify a model of career development practices that produce the link between staff development and improved student learning. The Iowa Professional Development Model provides guidance for local districts to use when designing, implementing, and evaluating the District Career Development Plan (DCDP) as well as the individual teacher career development plans. The Iowa Model illustrates a process that focuses on improving student learning and engages all teachers in collective professional development.

Because the Iowa Model elements are common to improvement efforts that consistently produce student achievement gains, it is

recommended that district and school staff development programs use the framework presented in this document.

## **Iowa Professional Development Standards**

### **Professional Development Standards, IAC**

**281—83.6(2)(b)** Implementation of a school district's career development plan shall meet the following standards:

1. Align with the Iowa teaching standards and criteria;
2. Deliver research-based instructional strategies aligned with the student achievement goals established by the district;
3. Deliver professional development training and learning opportunities that are targeted at instructional improvement and designed with the following components:
  - ☐ Student achievement data and analysis;
  - ☐ Theory;
  - ☐ Classroom demonstration and practice;
  - ☐ Observation and reflection;
  - ☐ Teacher collaboration and study of implementation; and
  - ☐ Integration of instructional technology, if applicable;
4. Include an evaluation component of professional development that documents the improvement in instructional practice and the effect on student learning; and
5. Support the professional development needs of district certified staff responsible for instruction.

Notes

# Operating Principles for the Iowa Professional Development Model

## Focus on Curriculum and Instruction and Assessment

The primary focus of professional development in the Iowa Model is on the classroom—the curriculum that students are expected to learn and the instructional strategies that make the curriculum accessible and comprehensible. In Iowa, districts develop content standards for basic subjects and align appropriate assessment

Focus on Curriculum,  
Instruction & Assessment

measures to their standards. Districts are also required to administer a

norm-referenced standardized measure. The common measures used are the Iowa Test of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). The state has established achievement standards for the ITBS and the ITED. The achievement of students on these tests can thus serve as a benchmark (comparison) of the district's achievement against the state and the nation. Specific skills for each achievement level on these tests are described. The Model assumes that individuals, schools, and districts will attend primarily to data from the local assessment systems to determine what is taught and how it is taught—curriculum and instruction—in their efforts to increase student learning. Thus, while a school/district may wish to strengthen parent and school cooperation, or school climate, such efforts would *not* be the primary focus of the professional development agenda, but rather an adjunct to the professional development program. (See NSDC, 2001 and the section below on “simultaneity.”)

## Participative Decision-Making

Governance is an issue that should be addressed (expeditiously) before entering the proposed professional development model. While there may well be some teachers who have separate staff development plans (primarily based on growth needs identified through the formal teacher evaluation process that may be outside the scope of the district/building student achievement goals), the majority will have individual plans that are congruent with their school's staff development and school improvement plans. Schools must make many decisions in order to operate within the proposed model (e.g., setting a goal, selecting content and providers aligned with the goal, designing structures for collaboration and the study of implementation, etc.), many of which will require district coordination and support. To prevent decision-making processes becoming the focus of change efforts, schools need to decide how they will make decisions and what is required for them to make *binding* decisions.

Participative  
Decision-Making

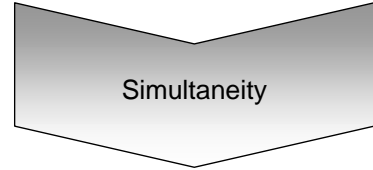
The argument for participative decision-making to govern collective staff development efforts is deeply rooted in our democratic traditions, namely that those affected by laws and policies should have a voice in shaping those laws and policies. Because professional development in schools has so often been a voluntary and self-governed enterprise, the issue has often been moot.

If the only “collective” staff development in a district is a speaker who opens the school year by addressing the faculties of all schools in the district, teachers may have been quite content to let someone else choose the speaker. Such events have little impact on the daily lives of teachers and students in classrooms. When, however, staff development is intended to impact what is taught and how it is taught, democratic decision-making becomes highly relevant. The school that decides to address student literacy needs by learning and implementing new teaching strategies and assessment techniques very much needs the input of its faculty.

The issue of “binding” decisions becomes relevant whenever a group decides on a course of action. If a faculty or subgroup of a faculty (e.g., all K-3 teachers, the math or science departments of a high school) decides as a group to address an identified student need by taking a specific course of action, it is important that all members of the group abide by the group’s decision. At this point, individual plans support and contribute to the group’s decision. Assessing the impact of the group’s actions on student learning is extremely difficult, not to mention frustrating, if only some of the group actually implement the planned change. As a matter of practicality as well as morale, it is critical that any group engaging in collective professional development for the purpose of increasing student achievement agree how they will govern themselves during the process. It is critical that that process not enable one or two members of the group to prevent any and all planned change.

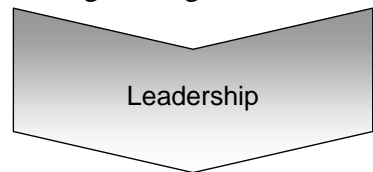
## Simultaneity

The principle of simultaneity governs professional development efforts aimed at increasing student achievement. That is, the content of professional development (e.g., reading, math, science) is addressed simultaneously with the context (e.g., leadership and resources, the development of a learning community) and process (e.g., selection of research-based content, data-based decision-making, and collaboration) of professional development (see the National Staff Development Council’s Standards for Staff Development, 2001). The principle of simultaneity dictates that schools begin the improvement process rather than sequentially working on context (leadership, resources, learning communities) and then process standards (data collection and analysis, design of training and collaboration) before beginning changes in curriculum and instruction.



## Leadership

The importance of leadership, at all levels, cannot be overemphasized for the success of school improvement efforts in which increased student learning is the goal. The leadership of teachers, principals, district administrative staff, and school boards—working interdependently—is critical if the Iowa Professional Development Model is to drive increased achievement for all students.



As was thoroughly illustrated by the May 2002 issue of *Educational Leadership*, there is a consensus not only that powerful leadership is essential for successful school improvement, but that leadership must be distributed throughout the organization if changes are to be sustained (Elmore, 2002; Fullan, 2002; Lambert, 2002.) Glickman (2002) notes that districts with long-term records of successful innovation, implementation, and improvement have a pervasive system of beliefs and processes that are carried by all stakeholders in the system and are thus invulnerable to the departure of “key” leaders.

**Superintendents** are charged with crafting a vision of what is possible for a district and communicating it powerfully to district staff, the board, and the community (DuFour, 2002). While wise superintendents involve all stakeholders (parents and community, teachers and administrators) in building a vision for students served by their district, it is most often the superintendent who keeps that vision alive and viable. Superintendents and their boards also play a critical leadership role in providing resources and support to all those within the system working to make reality of a vision of increased learning for all students. Because superintendents generally delegate the innumerable tasks of turning vision into action, it is the leadership of **district administrative staff**, with the assistance of intermediate agencies, universities and consultants, that determines how and if that vision is implemented (Grove, 2002).

It is the leadership of **school boards** that ensures policy to support systemic change efforts. However, as was clear in the “Lighthouse” study (Iowa Association of School Boards, 2000), the leadership of school boards is much broader and more

critical than many have realized. Several critical differences separated the boards of high and low achieving districts in the Lighthouse study—the focus of the board on curriculum and instruction, the prevalence of elevating beliefs (what is possible) rather than accepting beliefs (acceptance of the status quo), the support of collegial norms within the district, and confidence that teachers and students could be successful. In other words, boards that reaffirm the district’s vision and progress toward that vision by providing sufficient resources, supporting the efforts of teachers and principals, acknowledging and publicizing successes while problem-solving failures create cultures where progress is seen to be not only possible, but likely.

**Principals** are broadly acknowledged to be a pivotal factor in successful staff development and school improvement efforts. As gatekeepers of the school culture, principals maintain a focus on teaching and learning, work collaboratively to develop collective goals aligned with district goals and standards, and assist with data collection, analysis and use. In successful school improvement efforts, principals model learning and are active participants in staff development. They are creative and flexible in their use of resources and adopt a problem-solving stance when obstacles are encountered. The principal leader balances pressure and support to ensure the implementation of planned change so that the goal of increased student learning can be realized.

Finally, and perhaps most importantly, it is the **leadership of key teachers** that ultimately determines the success of school improvement efforts. The active participation of teachers in the study of data and the setting of goals is critical, as their observations of students are most grounded. Teacher input

into the content and process selected to further student achievement goals is also critical because it is teacher leaders who must facilitate the collaborative work necessary for successful implementation of planned changes. In every successful school improvement initiative, key teacher leaders manage the implementation of planned change, assist other teachers who are struggling with the change, ensure the collection of sufficient data to guide future planning, and actively participate in that planning.

Changing the way we teach and students learn in schools of the 21st century is a complex enterprise requiring distributed leadership throughout the system.

# The Professional Development Cycle

## Collecting/Analyzing Student Data

Many sources of data are appropriate for decision-making about needed staff development. The key to data collection, however, is a focus on the students in a classroom, school, district, and/or state.

Data can be divided into roughly two categories—those data that indicate the status of skill development in areas of concern and those data that explore hypotheses to explain that status. Standardized tests of reading, math and science, such as the ITBS and the ITED, are indicators of the status of skill development; they provide a measure of a student's current levels of understanding and proficiency with respect to same-age comparison groups at a school, district, state or national level. When data are being examined to determine the current status of student skill and knowledge on the district content standards, it is critical that district administrative personnel make available to principals data on their specific schools, and that principals make available to teachers data on their specific students. Other examples of tests of student skill development include the diagnostic tests used by many K-3 teachers to determine mastery of beginning reading skills, criterion-referenced tests developed by many districts to measure the extent to which students are meeting the content standards of the curriculum; and teacher-made tests that examine the mastery of specific learning objectives.

Data that explore hypotheses to account for current levels of student skill, understanding, and proficiency include information about students' individual characteristics (e.g., hearing and vision



acuity, sleep and nutrition patterns, indicators of abuse and/or drug use, attention disorders and learning disabilities, etc.); information about the professional staff responsible for students' learning (e.g., teacher preparation and credentialing, expectations—for high achievement levels for **all** students, attitudes toward diverse social and ethnic groups, etc.); information about the school and home environments (e.g., leadership's vision for student growth and clarity with respect to means and ends, the presence or absence of collegial norms, attitudes toward and quality of professional development programs, socioeconomic status, number of migrant families, etc.). Data about the implementation of current programs also fit into this category. For example, if a district has adopted a math curriculum that appears not to be affecting student math skills, it is important to examine the actual level of implementation of the program before discarding the investment in materials and training. The types of data collected to explore possible explanations for student learning, or lack of learning, are



extremely diverse and are indicative of the beliefs of professionals in the workplace as well as the history and norms of individual schools, districts and communities.

Districts/schools that are collecting data on student learning (to set goals for improved student achievement and to make decisions about professional development that will advance them toward those goals) have many options available to them. In studying data, it is important to look for patterns and frequencies of phenomena. As part of the CSIP process, all schools/districts will need to collect the first type of data—current levels of student skill development—to determine present achievement patterns of their students and implications for needed improvements.

Are subgroups of racial, ethnic, socioeconomic status (SES), limited English proficient (LEP), gender, and individualized education program (IEP) populations being equally well served by current educational programs? Are reading comprehension or math problem-solving difficulties distributed across a broad range of students, or do problems cluster in subgroups? What percentage of the total student population and of each subgroup are meeting the expectations laid out in district standards and benchmarks? Do scores vary markedly between teachers or grade levels? It is from these data that goals for student learning are formulated, so it is critical that schools have sufficient data and examine it in enough depth to determine the current levels of student proficiency in the basic subjects. Because the CSIP process involves multiple stakeholders (e.g., teachers, administrators, parents, community members, etc.) in analyzing data to determine student need, it is critical to the entire improvement process that data be classified and shared

in ways that are clear for both education professionals and laymen. The added benefit from broad participation at the data analysis and goal setting stages is the building of a shared understanding of educators' needs for continuous learning aimed at addressing student learning needs.

Districts/schools will also need to examine data with the potential to explain the student needs identified. Two sources of data are good starting points because of their explanatory power—the current curricular, instructional, and assessment programs being used and research on successful programs. In settings that serve large numbers of students living in poverty, information about the nutrition and health status of students should help education professionals ameliorate conditions that could depress or prevent students' abilities to profit from quality instructional programs. All districts should examine their dropout data to determine how many of their students fail to complete high school and who those students are. Data on school climate can identify levels of expectation for student learning, the presence or absence of collaborative structures, and the understanding of school and district goals for student achievement. Often, areas of concern raised by these types of data can be addressed in conjunction with, or in support of, the district's and/or school's main improvement agenda.

Examination of multiple sources of data will enable schools and districts to determine the current status of student learning, identify needs for improvement, and provide avenues to explore to advance long-range and annual improvement. The concept of simultaneity is extremely important at this stage; as goals are set and content selected for staff development,

multiple sources of data may indicate that poor math skills require modifications in the standards and benchmarks, new teaching strategies that put that curriculum within the reach of students, and the introduction of collaborative structures that enable teachers to begin the process of collectively working toward a shared goal.

## Goal Setting

Once data are analyzed, goals can be stated. When a district determines that reading achievement needs to be improved, the goal must be much more specific than a desire to “increase scores” on a reading test. Close scrutiny of reading achievement data will reveal if students need decoding and word attack skills, increased sight vocabulary, comprehension strategies, improved fluency, skill in reading non-fiction and technical material, etc. Likewise, when the study of student data identifies poor math achievement, closer scrutiny of test data (e.g., item analysis) can help districts and schools determine if the problem is generalized across all areas of math or specific to problem solving, number concepts, algorithms, or the application of math concepts to real-world situations. Specific goals enable faculties to decide exactly what they need to learn and provide focus throughout an improvement effort.

Typically, district and school goals are aligned but not congruent. After examining data for all students in a district, district leaders may identify literacy as the primary target for improvement. It may further set goals, such as “By the spring of 2006, 75 percent of students (the entire student population as well as of each major subgroup) will be reading on grade level, and 75 percent of students will meet or surpass the grade level benchmark for

writing.” The task then is for each school to closely study the data on its students with respect to literacy.

Elementary School A may determine that its reading program is currently resulting in grade-level achievement for 70 percent of its students, while only 55 percent of students are meeting the writing benchmarks. Its goal for improvement might thus be to improve writing scores to passing for an additional 10 percent of its students in each of the next two years; its staff development program is likely to focus on writing instruction and assessment.

High School B, however, discovers in its study of student data that only 48 percent of its students are currently reading at grade level and 51 percent are meeting writing benchmarks. Clearly, both areas are in serious need of attention. High School B’s goals might include raising reading scores to grade level and meeting the writing benchmark through an additional 15 percent of students per academic year.

The professional development plan would then logically include the implementation of reading classes for struggling readers, with a small group of faculty engaging in staff development to support that effort. The English faculty might focus its staff development efforts on writing instruction and assessment to meet its annual goal. And the entire faculty might support the efforts of the reading and English departments by learning and implementing “reading across the curriculum” strategies and supporting an extensive recreational reading program.

Thus, while the CSIP and Teacher Quality legislation expect each district to study the achievement data for all its students and set goals for improved student learning,

individual schools within districts will need to plan how they will respond to district goals, given the specific data for the students in their building. This is not to suggest that schools must submit formal plans to the state, but rather that schools will need a plan to guide their own improvement efforts.

Although the federal (*No Child Left Behind Act*, 2001) and district goals may require the statement of specific gains in student achievement, it is recommended that for the purpose of operating within the proposed Iowa Professional Development Model, schools form “ideal” goals, e.g., statements that describe exactly what it is they wish all their students to achieve. This type of goal clarifies the purpose of the change effort and allows for continuous striving toward the ideal. “Ideal” goals clearly communicate to parents, students, and staff the aspirations held for the building’s children and provide guidance for the prioritization of the myriad goals that must be included in CSIP. When the goals at the top of the priority list—“ideal goals”—motivate the drive for increased student learning, staff development is free to address significant professional learning that can and frequently does translate into sizable student learning gains.

Finally, when examination of student data reveals multiple needs, it is critical that the district/school focus on only one or two things at a time. Learning new curriculums and instructional strategies and the assessments to guide their use and to determine their effectiveness takes considerable staff development time. Until schools are structured to significantly increase not only the time allotted for new learning opportunities but time for collaborative study and work within the school day, existing resources will not support multiple initiatives at any one time.

## Selecting Content

The analysis of student achievement data and the setting of specific goals for improvement function to narrow the choices when selecting content for professional development. Multiple choices are often available once a district/school has determined the area it needs to address. Before deciding on content, however, choices need to be screened. Is there research on the efficacy of the content for achieving a stated goal? Schools/districts may want to request external assistance from AEAs, professional organizations, the DE, universities, or consultants when examining the claims made for various curriculums and instructional programs. Unfortunately, extreme claims supported by very little evidence abound in our field.

Once content and process are decided, a school/district is ready to select the person(s) who can provide training in the new content and to negotiate the process they want in order to learn the new material. For example, a school that has identified reading comprehension strategies as a critical student need can approach providers of instruction in comprehension strategies and negotiate sufficient instruction and demonstrations to ensure mastery of the new instructional strategies. Schools may also want to discuss with providers data collection and materials for training settings.

This is possibly a good time to revisit the notion of simultaneity in the Iowa Professional Development Model. School A may decide that it needs additional information of assessments available to them for studying the impact of their planned literacy program on student learning. They may decide to seek

provider assistance in this area. School B, on the other hand, may have identified reading as a critical student need but be concerned with student management issues as well. School B may decide to seek provider assistance in helping them learn instructional strategies that not only address literacy but are highly engaging for students and thus increase on-task behavior. It is extremely important, when choosing providers, to keep the focus on the classroom. A rule of thumb for allocating time to context, process, and content might well be an 80 percent allocation to content/process and 20 percent to context. Pupil-free time should especially be guarded as time providers can spend with faculty on content; if nothing changes in the classroom instruction experienced by students, then other variables become somewhat irrelevant.

### **Designing Process for Professional Development**

In its broadest sense, the process of professional development includes the “how” of the entire process – how data are collected and analyzed for goal setting and evaluation, how collaboration is organized and embedded in the structure of a school, and how learning opportunities are designed. The Iowa Professional Development Model attempts to meet not only the requirements of the state legislature but to incorporate the NSDC standards for staff development.

The specific design of learning opportunities, when the object is learning new material, must enable participants to use the new learning in classrooms. When the material to be learned represents significant departures from existing practice, schools will need to allot time

for training that includes theory, demonstrations, and early opportunities to practice (Joyce & Showers, 1981, 2002). Training/learning opportunities must be designed in ways that enable participants to develop skill with new curriculums, instructional strategies, and assessments if implementation in the classroom is to be possible.

### **Training/Learning Opportunities**

Training settings (learning opportunities) are the times set aside for the participants to come together and learn the content they have selected to address student achievement concerns. Research on training has demonstrated conclusively that new learning requires substantially more time than the typical one-shot workshop if the new learning is to be implemented in classrooms (Showers et al., 1987). Often, learning opportunities need to be interspersed with classroom practice so that questions that arise from early implementation efforts can be resolved.

The duration and depth of learning opportunities is dependent on the range of knowledge and skills already present in a given group, as well as the functioning of collaborative teams. Needless to say, when content is new to the participants or is complex and multi-dimensional, greater time will need to be allocated to training sessions. The relative amounts of theory, demonstrations, and opportunities for practice will vary from group to group, but the expectation that content will be implemented is a given.

### **Collaboration/Implementation**

Research on the implementation of new learning reveals two consistent findings: much of the content of training is never

implemented in classrooms, and successful implementations use the power of collaborative work as teachers negotiate changes in curriculum and instruction (Joyce & Showers, 1983). Thus, teachers working to implement changes in their classroom practice need the collegiality of peers to solve the problems inherent in learning new behaviors and teaching them to their students. An implementation plan will need to provide a structure for teacher collaboration.

The implementation patterns also need to be monitored (more data collection!) so that schools can interpret student data (Are students responding as we predicted? Should we increase/decrease our use of certain strategies?) and provide feedback on their needs to trainers. (See Guskey, 2000.)

The plan for collaboration includes time for teachers to meet on a regular basis and a structure for the tasks to be addressed during that time. A small (K-12) district in Iowa with three schools has stipulated that time for teacher collaboration will be provided as part of its staff development plan. The district has increased its staff development days for the year so that all teachers have time to learn new content. In addition, the district expectation is that all teachers will participate in small teams that meet weekly to plan and develop lessons and materials, problem-solve difficulties encountered in their attempts to use their new strategies, and examine student data. To facilitate collaborative activity, the district has instituted a series of early release days. At the elementary school, teachers will meet weekly as grade level teams of three. At the middle school, collaborative teams will meet weekly in interdisciplinary teams. At the high school, collaborative teams will meet biweekly (on

early release days) because teams are interdepartmental.

A leadership team comprised of teachers, AEA school improvement consultants, administrators, and staff development support personnel have collected from K-12 teachers their estimates of optimal use of the new strategies; e.g., what is appropriate use at various grade levels and in various subjects. The leadership team has turned these data into a set of implementation guidelines to guide the collaborative teams in their planning. Collaborative teams thus plan their use of the new strategies and document their use weekly using a structured form that they turn back to the leadership team following each meeting. The leadership team then provides feedback to the entire staff on what is being frequently implemented and what needs additional effort or attention.

A final note on teacher collaboration – it is important that opportunities for teachers to collaborate while learning new content and solving the problems necessary to get new content functioning in classrooms not be narrowly defined as “peer coaching.” Peer coaching in the minds of many is an evaluative or supervisory set of behaviors involving observations and feedback. In fact, the collaborative work of teachers, when the objective is implementing new content for the purpose of increasing student learning, is much more about thinking, planning, designing lessons, generating instructional materials, and studying student responses to these efforts. Teacher collaboration primarily requires *time* and clarity of purpose; rarely does it require complex and/or lengthy training to enable teachers to work together professionally and productively. (See Showers & Joyce, 1996.)

## Ongoing Data Collection

As they implement new curriculums and instructional strategies targeted at improving student learning in specific areas, schools need tools for collecting information about student responses to changes in the instructional program. The frequency with which these data are collected depends on the nature of the planned change. For example, changes in fluency are likely to occur more rapidly than the ability to address higher-order comprehension questions, and data collection points should be set accordingly.

## Ongoing Cycle

The cycle of planning and delivering training, organizing an implementation plan, studying data from implementation, and making decisions about how to refine the training and adjust collaborative structures is repeated many times as a professional development effort is implemented. The information gathered in studying implementation and as part of the formative evaluation informs the design of learning opportunities as well as the collaborative work of teachers. For example, formative evaluation data may suggest that teachers are not accurately using a newly learned strategy in their classrooms. These data are used by those planning the implementation to make adjustments such as increased opportunities to learn theory, more demonstrations, and more time for practice.

## Program Evaluation

While ongoing data collection (formative evaluation) entails frequent measurement of targeted outcomes and guides training decisions and program adjustments, program (summative) evaluation address the question

“Does this intervention work?” Measures of program effectiveness generally occur at greater intervals—perhaps yearly—or on whatever schedule the district/school has established for taking stock of its progress toward student achievement goals.

Regardless of how the program is evaluated, these data are used in the school’s decision-making as it plans next steps.

## A Few Words About Context

The proposed professional development model focuses on the classroom – the transactions between teachers and students that enable students to maximize their own learning. Classrooms exist in the context of schools and districts and states and the policies that govern them. The efforts of learning communities to determine the needs of their students, to study curriculums and teaching strategies that address those needs, and to implement them in classrooms require powerful leadership at all levels of the education enterprise and sufficient resources to support quality professional development. The evidence of increased student learning in successful school improvement and staff development programs suggests that the effort and resources are well spent.



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# **Appendix A**

## **Standards for Staff Development**

Notes

## Appendix A. Standards for Staff Development

### National Staff Development Council's Standards for Staff Development: Revised Edition (2001)

#### Context Standards:

***Learning Communities:*** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

***Leadership:*** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

***Resources:*** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

#### Process Standards:

***Data-driven:*** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

***Evaluation:*** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

***Design:*** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

***Research-based:*** Staff development that improves the learning of all students prepares educators to apply research to decision making.

***Learning:*** Staff development that improves the learning of all students applies knowledge about human learning and change.

***Collaboration:*** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

#### Content Standards:

***Equity:*** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

***Quality teaching:*** Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to appropriately use various types of classroom assessments.

***Family involvement:*** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

## **Iowa Teacher Quality Program Professional Development Standards**

Quality professional development:

- ☐ aligns with the Iowa Teaching Standards.
- ☐ delivers professional development that is targeted at instructional improvement and designed with the following components:
  - student achievement data and analysis,
  - theory,
  - classroom demonstration and practice,
  - observation and reflection, and
  - peer coaching
- ☐ includes an evaluation component that documents the improvement in instructional practice and the effect on student learning.
- ☐ supports the career development needs of individual teachers.
- ☐ integrates the instructional application of technology.
- ☐ focuses on research-based instructional strategies aligned with the school district's student achievement needs and the long-range and annual improvement goals established by the district.

## **Similarities Between National Staff Development Council Standards and Iowa Professional Development Standards**

There are several basic principles on which the Teacher Quality Program is based. These principles closely align with the standards established by the National Staff Development Council. The National Staff Development Council Standards and the standards established in the Iowa Teacher Quality Program:

- ☐ emphasize quality professional development;
- ☐ clearly target increased student achievement;
- ☐ focus on research-based practice;
- ☐ place a priority on instructional strategies;
- ☐ stress collaboration (e.g., the Iowa Teacher Quality Program emphasis on the collective work on district goals);
- ☐ emphasize continuous improvement (e.g., the Iowa Teacher Quality Program links professional development to evaluation and career paths);
- ☐ are data driven (e.g., the Iowa Teacher Quality Plan is driven by the Comprehensive School Improvement Plan and the data that establish the instructional priority);
- ☐ call for equity and meeting the needs of all students; and
- ☐ emphasize evaluation

## **Appendix B**

### **“One School’s Story”**

#### **Implementing the Iowa Professional Development Model**



Notes:

## Appendix B. “One School’s Story:” Implementing the Iowa Professional Development Model

This is the story of a school that has been implementing their District Career Development Plan by following the Iowa Professional Development Model. Callouts in the right margin identify the Model components that are illustrated by the story. Use this narrative for an initial awareness of what professional development can accomplish and how it is supported. Administrator roles and actions are highlighted.

*As you read, visualize a district and a specific school in the district, perhaps your own school.*

**This school has been implementing the Iowa PD Model.** For over a year teachers have been studying and learning together, and they are seeing results.

Student Learning at the Center of School Improvement/Staff Development

What does the term “results” mean in the Iowa PD Model? It means teachers’ practices have improved. It means student learning has increased and student achievement gains have been made.

**A year ago the district set out to collect, analyze and organize student data.** Data were studied at the district, building and classroom levels. With a clearer picture of student learning, the district set goals and began charting a course to close identified achievement gaps.

Collecting and Analyzing Student Data

They generated questions ...

What do data tell us about our student learning needs?

(Constant Conversation Question #1)

- ☐ How does our student performance in reading and math compare with state and national achievement norms?
- ☐ Are our mean percentile math and reading achievement scores consistent at the elementary, middle school and high school levels?
- ☐ How does the achievement of our various subgroups (e.g., Special Education, English Language Learners, Low Socioeconomic Status, ethnic minorities, etc.) compare with our district averages in reading and math? Are we serving all students?
- ☐ How many of our students are proficient in reading? Math?
- ☐ How often are students with low scores reading and math scores absent?
- ☐ How often do poor readers (or students struggling with math) get referred in a given year?
- ☐ Are students with low reading scores dropping out of school this year?
- ☐ How much independent reading do our students do? At school? At home?
- ☐ And others....

In addition to student achievement data, other sources of information were collected and analyzed--for students (attendance, grades), teachers (instructional strengths and weaknesses, recent professional development topics) and schools (norms about collaboration, beliefs about student learning potential).

**In this district, principals and other leaders continuously model how to use data.** The analysis and use of data are public. Leaders involve the whole spectrum of staff in data analysis as well as discussion and decision-making based on student data.

Leadership

**A leadership team was formed with representation from various grade levels and role groups.** This team rolled up its sleeves and dug into the data. Data analysis work began with the team and then eventually included all faculty. The principal is an active member of the leadership team. She attends most meetings. The principal has given the leadership team role authority to gather data and make important decisions about professional development.

Participative  
Decision-  
making

Using student data as well as other sources of information, the staff went on to address the question, "What will we do to meet student learning needs? (Constant Conversation Question #2)

**They set goals and helped establish a sense of urgency around making a difference and the need to change teaching practices.** Confronting the data to set a clear course got everybody engaged in dialogue about what students needed to learn. Staff all knew what the focus was and administrators made it clear that they intend to be actively involved in learning also, to work with the teachers, and to support the focus on instruction over time.

Focus on  
Instruction

**District leadership sent a straightforward message that their goal was student learning and the path to student learning was instruction.**

Goal Setting

Message = Improved instruction is everybody's job!!! The principal routinely talks to teachers about the importance of improving student learning. The principal engages in dialogue about student performance with individual teachers, in team meetings, and in faculty meetings. These conversations have helped teachers with specialized assignments (art, music, physical education, etc.) recognize how they can contribute to the school-wide goal for student learning.

This district wanted to choose professional development content with a solid track record for accomplishing the kind of student achievement goals they had set. **Past experiences with one-shot speakers and topics unrelated to student achievement goals had left many in the district believing that professional development was irrelevant to the real mission of the district. They looked for external help with selecting content that had a research base. Again, the focus was placed squarely on instruction.**

Selecting  
Content

The leadership team worked through a process facilitated by their AEA consultant to review a selected set of studies and to sort out what content would best match the student learning needs they had identified. The AEA consultant used the Iowa Content Network web site to help select potential strategies.

Once the team selected a strategy, the faculty had confidence that what they were going to study together and implement had the capacity to make a difference for their students.

Designing  
the Process

**Once the content was chosen, the district and building leadership teams began defining a plan that would get teachers to a level of mastery and implementation necessary to increase student achievement.** (As the planning work unfolded, the team wrote their District Career Development Plan to be included with the CSIP.)

School administrators knew they wanted all teachers engaged in professional development, so together with the leadership team they facilitated a process for participative decision-making. They needed a governance plan with input from all grade levels so teachers could help design opportunities to learn and collaborate. The design included time to learn the theory and see demonstrations, to practice, and to rehearse. The design set up a way to get teachers to observe each other occasionally for the purpose of seeing how others were implementing the strategies.

The principals helped deal with calendar and time issues. District administrators worked with central office personnel and the school board to schedule professional development days and early release/late start time. Time for professional development was distributed through the year. Principals restructured faculty meetings to include more opportunities to learn together about data and to focus on learning and designing classroom applications of the new strategies learned.

The design built in common training days, plus in-building time for professional development.

**The leadership set a tone that recognized the need to address process and procedures but kept focus on the instructional content they are studying.**

About 80% of the district resources and time for professional development was expended on content but other issues were dealt with as they came up.

Simultaneity

**Together the faculty put the District Career Development Plan into place.** Teachers

participated in learning opportunities, collaborated to learn the new content, and studied their implementation. Principals and the leadership team maintained a schedule for partners to plan, work out problems, and watch lessons (to get further ideas for their own classrooms – not to critique each other). The leadership team collected data to find out – How often are teachers implementing? Are teachers implementing accurately? Do we need more demonstration? Theory? Practice? As a staff they kept fine tuning until they saw mastery on the part of the faculty AND evidence of increased performance by the students.

Ongoing  
Cycle

**Leaders kept their eye on the prize – are all teachers engaging?** They helped with barriers such as time. Leaders sent an unrelenting message that every person (including administrators) is responsible to learn, to be forthcoming with data, and to confront the data about kids. By reviewing implementation logs, walking through classrooms to look for implementation, and attending team meetings, the principal demonstrates that this work is a priority.

Leadership

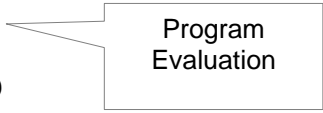
Principals engaged in learning opportunities, visited classrooms, and collected data to share with individual teachers. The Principals routinely asked about the strategies, and kept a constant eye on the data.

The administrator and teacher agreed upon artifacts that they would collect in order to inform the evaluator about the teacher's performance related to the various standards.

The district's teacher evaluation procedures ensured that the evidence needed to document many of the teaching standards and criteria aligned with what was being routinely collected for PD. This saved time and paper work and also helped to strengthen the PD process. The principal (evaluator) conducted observations in teachers' classrooms, and gathered information about implementation of the professional development strategies. The administrator encouraged teachers to select artifacts from their ongoing professional

development (implementation logs, lesson plans, collaborative team minutes, student work, data analysis, etc) to serve as documentation for the performance review.

This district carefully evaluated their district plan by asking: “How do/will we know that student learning has changed (student data)?” And “How will we evaluate our programs and services to ensure improved student learning (implementation data)?” (Constant Conversation Questions #3 and #4)



Program  
Evaluation

Knowledge about what students were experiencing and whether teachers were using new strategies frequently and accurately was used to shape ongoing professional development as well as to evaluate the program.

As the district was deciding on future steps they asked, “Did we do what we set out to do?” Data indicated that teachers had used the new skills in the classroom and that students had made gains. As they study their current student achievement data, they must decide if their goals have been fully met and determine how to proceed in the coming year. They now had three choices for their next District Career Development Plan (embedded in their CSIP):

- 1) To continue training on the strategies in the previous plan;
- 2) To identify additional strategies to further move toward their student learning goal;
- 3) To establish a new goal and determine the strategies needed to accomplish that goal.

A professional development plan that addresses complex strategies may take more than one school year to accomplish the desired gains. The decision to move on to another goal will be generated by their program evaluation data rather than the school calendar.

In any case, this district will use data to plan the next steps in their professional development agenda.

In the fall of 2005, six case studies were added to the Iowa Professional Development Model Training Web site. The case studies feature how schools that have successfully implemented the Iowa Professional Development Model have put procedures in place to facilitate the collection and analysis of data, the collaborative work of teachers, and communication about professional development actions. Each case study school was visited in the spring of the 2004, and again this spring to interview administrators and teachers and observe in classrooms. Additional information will be added to the web site to describe the progress of the case study schools/districts and their ongoing efforts to sustain quality professional development.

[http://www.state.ia.us/educate/ecese/tqt/tc/pdmtm/state\\_casestudies.html](http://www.state.ia.us/educate/ecese/tqt/tc/pdmtm/state_casestudies.html)

## **Appendix C**

### **Suggested Steps for Implementing the Iowa Professional Development Model**

Notes

## Appendix C. Suggested Steps for Implementing the Iowa Professional Development Model

The following steps are offered as a suggested guide for implementing each component of the Iowa Professional Development Model. The components follow an action research approach and are depicted in the circular portion of the IPDM graphic. The tools and resources suggested for each step are available in Part II of *The Iowa Professional Development Training Manual*. See Web site <http://www.state.ia.us/educate/ecese/tqt/tc/pdmtm/state.htm>

### Getting Started

- ❑ **Begin by establishing awareness of the Iowa PD Model and the District Career Development Plan.**  
Assign someone skilled in the Iowa Professional Development Model (IPDM) to present an in-depth overview of the IPDM for leadership team members.
- ❑ **Send a clear message about intent and commitment.** Key Points:  
All students can learn. The purpose of professional development is to increase student achievement. Professional development should be collective learning by all teachers and administrators.
- ❑ **Form a Professional Development Leadership Team and clarify their roles/responsibilities.**
- ❑ **Identify the provider.** (Providers are those individuals, agencies, or organizations that serve the district by providing long term, ongoing support of the district career development plan.)
- ❑ **Decide on priorities and eliminate competing initiatives.**
  - List all initiatives that are currently taking faculty and administrators' time.
  - Review student achievement results and other sources of data for those initiatives to efforts that are not contributing to district/building goals.
  - Eliminate or decrease programs and initiatives that are not yielding desired results and are competing for time and resources.

### Collecting & Analyzing Student Data

- ❑ **Generate questions to study student needs.** The PD Leadership Team facilitates discussion by all teachers at each building to generate specific questions to ask of data. For a list of suggested questions see *Workbook for Describing the District Career Development Plan* and *Building Level Professional Development Plan Workbook*.
- ❑ **Collect data to answer questions.** Identify and document data already collected to answer the questions generated. Collect additional data to address unanswered questions. Analyze and display data.
  - Conduct item analysis of ITBS/ITEDS and other district assessments.



- ❑ **Organize answers to questions and facilitate building-level dialogue with all faculty.**
  - Review questions and answers collected to date.
  - Generate new questions that emerge from data analysis.
  - Consider additional sources of data.
  - Focus discussions on student learning, and set high expectations that all students can learn.

## Goal Setting and Student Learning

- ❑ **Follow district process for goals setting.** Acquire stakeholder input and develop goals as part of the CSIP process. (The web-based format for CSIP will allow for adjusting the CSIP more often than every five years. Procedures are being established for submitting revisions.)
  - Set student Learning Goals, Long-range Goals.
  - Set Annual Improvement Goals (AIG)/Annual Measurable Objectives (AMO).
  - Include data from Annual Yearly Progress (AYP) report.
- ❑ **Narrow the AMO/AIG to set a specific target for professional development.** Broad student achievement goals are set in the CSIP. The Annual Improvement Goals (AIG)/Annual Measurable Objectives (AMO) are more specific, but may not give enough direction to design training for teachers that target what students need to learn. A professional development target narrows the focus for determining the content needed to reduce gaps in student achievement.
- ❑ **Disseminate goals and communicate decisions.** Facilitate opportunities for faculty to process the links among student need, the district/building goal(s), and the PD target.

## Selecting Content

- ❑ **Become familiar with how to use scientifically-based research and the Iowa Content Networks.**
- ❑ **To find a strategy, a set of strategies or a model that supports your professional development target seek the support of a content expert. Follow a process for reviewing the scientific literature base.**
- ❑ **Facilitate the process of sorting studies, reviewing the characteristics of the study and findings, prioritizing options, and collecting additional information.**
- ❑ **Select content (strategies, model, program in an instructional content area) that is most likely to accomplish the district's priority goal area.** List the content selected in the District Career Development Plan/Building Plan.

- ❑ **Articulate how this content addresses the related Iowa Teaching Standards and criteria.**
- ❑ **Establish consistent communication processes with the School Board, schools, district staff, parents, and community members.** All stakeholders should be aware of the goals and professional development priorities.

## Designing the Process for Professional Development

- ❑ **Develop your design for professional development, raising questions below:**
  - What is the schedule for training sessions?
  - Who will deliver the training and follow-up supports?
  - How will you communicate with trainers to ensure that the theory, demonstrations, and practice opportunities are provided during training sessions?
  - What is the schedule for collaborative team meetings?
- ❑ **Record the Professional Development design in the District Career Development Plan (DCDP).**

## Ongoing Cycle

- ❑ **Provide theory and demonstrations during training and learning opportunities.** Theory and demonstrations are offered in workshop and workplace settings. The ongoing cycle is repeated throughout the year, as formative data informs the need for additional theory, providing more demonstrations, adjusting lesson plans, etc.
- ❑ **Develop your implementation plan.** Create the pattern of use expected for the new skills/ strategies/ curriculums, etc., you are learning in your professional development program.
- ❑ **Design implementation logs based on the Implementation Plan.** Establish a schedule for collection of implementation and student performance data as described in the Implementation Plan.
- ❑ **Complete the Formative Data Plan Worksheet.**
- ❑ **After collecting and organizing formative data, combine implementation and formative data.** Use data to determine: 1) are teachers implementing new strategies with desired frequency and accuracy, and 2) are students responding to instruction.
- ❑ **Discuss findings and determine whether changes are needed in professional development and instruction.** Expand discussion to the full faculty and make adjustments (adding additional theory, demonstrations, and practice, as needed). Collection, analysis, and discussion of formative data occur intermittently through the year. The schedule for formative data collection depends on the strategies/model being studied.

## Program Evaluation (Summative)

- ❑ **Define and design the program evaluation plan for professional development.** Organize, and display formative and summative data. Include teacher implementation data and student performance data.
- ❑ **Analyze findings.** Engage staff in interpreting results from data collected. Utilize staff input to form decision statement (include justification).
- ❑ **Summarize findings.** Answer the questions established in the Data Collection and Goal Setting stages. (Was progress made on indicators?)
- ❑ **Facilitate discussion by the PD leadership team to determine the status of the initiative.**
  - If the goal and indicators have not been accomplished, student data indicate students are responding, and teachers are fully implementing, continue the initiative as is.
  - If students are not responding, but data suggests teachers are not fully implementing, continue the initiative with changes. Emphasize processes to increase implementation.
  - If students are not responding and teachers are fully implementing, consider selecting different strategies.
  - If indicators for student achievement have been met, consider the initiative complete, and begin decision-making process to select another professional development target to address a different goal.
- ❑ **Communicate the decision to all stakeholders.** Record summary on the APR and distribute results through the APR, and other user-friendly opportunities such as school board meetings, SIAC meetings, state of the district presentations, web site, letters to parents, news releases, etc.
- ❑ **Summative data leads to a new cycle.** Completing one full cycle -- from the initial goal setting and selection of content to accomplishing the goal, may take more than one school year. Data informs the decision to start on a new goal, rather than the school calendar. Add summative data to CSIP.

**Appendix D**

**Operating Principles  
for the  
Iowa Professional Development Model:  
Leadership Roles**

Notes

## Appendix D. Operating Principles for the Iowa Professional Development Model – Leadership Roles

The Model's Operating Principles describe actions and priorities that are essential for the ongoing sustained implementation of professional development at the district, building, and classroom level. See pages 13 and 14 for definitions of the Operating Principles. Administrators play an essential role by attending to these Operating Principles, which occur throughout the cycle of professional development. Leadership roles related to professional development are listed below.

### Operating Principles

- Focus on Curriculum, Instruction and Assessment
- Participative Decision-Making (School & District)
  - **Leadership**
  - Simultaneity

- ❑ Communications from the district and building level indicate that student learning and the delivery of quality instruction is of the highest priority.
- ❑ The content selected for professional development is focused on instruction. The full faculty, administrators, board members, and community members are knowledgeable about what the focus is, the rationale for its selection, and why it is critical to aim at instruction.
- ❑ All faculty members understand and support the district focus. Each educator sees his or her job as being an important part of a larger effort. Teachers and administrators believe the district goals for student achievement can be accomplished. Teachers and administrators have a sense of urgency that actions need to be taken to support the learning of all students, including low performing students.
- ❑ District and building leaders are relentless in their efforts to focus their efforts and time on the agreed-upon district goals and priority for PD.
- ❑ Leaders have identified someone familiar with the Iowa Professional Development model to help the district and buildings with the design, implementation and evaluation of professional development.
- ❑ Administrative leaders help to create and support the professional development leadership planning team. Building administrators are actively engaged team members in the ongoing planning, support, maintenance, and evaluation of professional development. This team includes representatives of various teacher role groups and grade levels, central office staff, and building administrative staff. One of the purposes of the leadership team is to find time within the school calendar and the school day to provide adequate opportunities for teachers to learn the theory, see multiple demonstrations, practice lessons together, plan together, etc. Administrators protect this time.
- ❑ Principals routinely and publicly use data to make decisions (modeling the use of data to establish building-wide norms of inquiry). Routines are established for regularly scheduled opportunities for all staff to discuss classroom, building, and district level student data. When making a decision about professional development action, leaders anchor their decisions on the data and the established priority.
- ❑ The Superintendent provides the vision, direction, resources, and support necessary for staff to develop and agree on a district-wide focus. Regular, consistent communication processes with the

School Board, schools, district staff, parents, and community are in place. All stakeholders are aware of the goals and professional development priorities.

- ❑ Leaders are able to clearly describe the content that is the focus of professional development and are able to explain the rationale for selecting this content. The rationale includes an explanation of the data that provide the direction for the professional development initiative.
- ❑ Leaders pay careful attention to the work of studying data, understanding the students' needs, and being discerning about the research base to ensure that teachers are well informed about the rationale for choosing specific content. This increases the likelihood of implementation.
- ❑ Decision-making may require administrators and faculty members to discontinue some prior practices or activities to make time for the professional development priority. The abandonment of past practices may require involvement of the staff and facilitated conversations about what is important for students and what needs to be discontinued.
- ❑ Leaders consider any barriers that may interfere with the delivery and implementation of the professional development being designed.
- ❑ Principals routinely attend training, observe in classrooms when the strategies are being implemented, and engage in dialogue with teachers about the professional development initiative. Walk-throughs are a useful process for supporting professional development. How the leader spends his or her time sends a clear message about what is valued.
- ❑ Productive collaborative teams deal primarily with planning and developing lessons, the study of student data and implementation data, and problem solving. They distinguish routine business (departmental/ grade level business) and relevant issues (observation schedules, fidelity discussions) and handle only the relevant issues during collaborative team time. Building administrators join collaborative work times. The principal is visible to the faculty and staff members see that district leaders are engaged in collective learning.
- ❑ Principals play an active role in analyzing and discussing implementation data. They are aware of which teachers are following the implementation plan in good faith and which teachers are not. When attention to the lack of implementation is needed, principals facilitate discussion with faculty members about how to adjust training and supports to increase implementation.
- ❑ Principals ask questions about student data and its implications in focused conversations with collaborative teams. These conversations demonstrate to the faculty that he or she values formative data, and establish the importance of using those data to adjust implementation patterns.
- ❑ The summative measurement of the effectiveness of the professional development program is focused on student results in the goal area. The outcomes of the initiative are judged on student learning results.
- ❑ The PD leadership team works with the faculty and administration to inform the entire faculty, board, and other interested parties about what was learned through the summative evaluation.
- ❑ Leaders use summative data to make decisions about next steps and future professional development actions.

## **Appendix E**

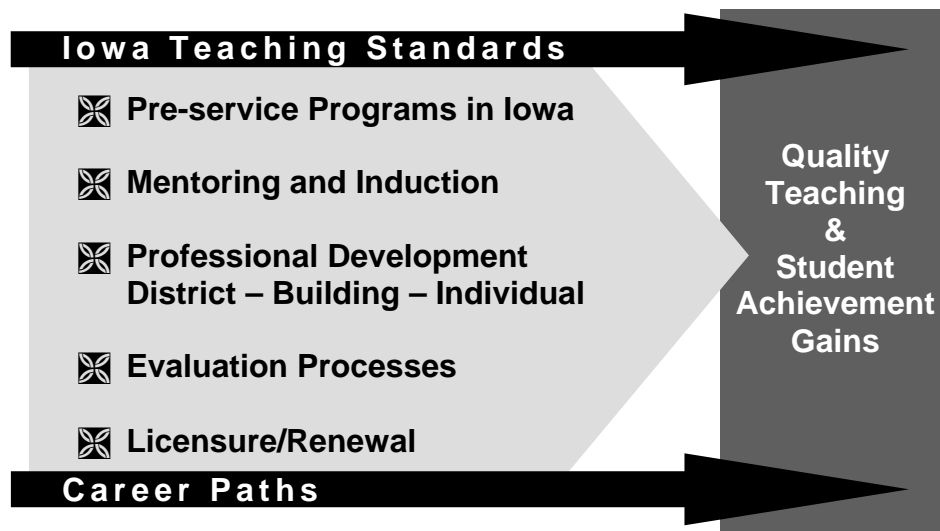
### **Alignment of Student Achievement and Teacher Quality Program Components**



Notes

## Appendix E. Alignment of Student Achievement and Teacher Quality Program Components

*Every school district in Iowa is responsible for providing high quality professional development and supports to increase teacher quality for the purposes of increasing student achievement. The professional development and evaluation processes should be an integrated system that builds teacher capacity and provides accountability for quality instruction. This system of supports is multi-faceted and data based. The various elements of this system are displayed in the graphic below. This document offers examples of forms for the building and individual career development plans and performance reviews that showcase the alignment across the professional development plans and the teacher evaluation.*



**District Career Development Plan:** The purpose of this plan is to follow through with the stated goals of the CSIP, build teacher capacity through collective professional development, and to accomplish goals in student achievement. The focus is on instruction and professional growth of all site and district instructional staff that are responsible for instruction. Information about how to develop a district career development plan is available in another document. See <http://www.state.ia.us/educate/ecese/tqt/tc/prodev.html>.

**Building Level Professional Development Plan:** Building plans are not required but are recommended to ensure that the district plans are put in place at the building level. See the *Building Level Professional Development Plan Workbook* for suggestions on how to develop a building level professional development plan. The format may be selected by the team that develops the plan. Possible formats include the workbook, an outline that includes the elements of the plan, or standard action plan matrix. Samples are included in this document. The SINA building action plan is another example of a possible format.

**The Individual Teacher Career Development Plan (ITCDP)** is intended to support the professional growth of individual teachers as part of the district's focus on increasing achievement for all students. ITCDP is based on:

- the needs of the teacher
- the Iowa Teaching Standards and Criteria
- the student achievement goals of the building and district as per the CSIP

The goals and learning opportunities established in the individual plan should be a direct fit with the district and building plans for professional development. The individual plans may be developed for a team of teachers. The format for the individual plan is locally determined.

**Teacher Evaluation:** The purpose of the teacher evaluation is to provide a process for evaluating teacher performance and developing appropriate supports for teachers to continually improve professional practice as related to the Iowa Teaching Standards and Criteria (ITSC). The format for the performance review is locally determined.

## Alignment of the Student Achievement and Teacher Quality Program Components

	District Career Development Plans	Building Level Professional Development Plans	Individual Teacher Career Development Plans (ITCDP)	Mentoring & Induction	Evaluation
Target Audience	All personnel responsible for instruction	All teachers in the school responsible for instruction	All Career Teachers	All Beginning Teachers and their mentors	All teachers are involved. A comprehensive summary evaluation must be conducted with beginning teachers by the end of their second year. A performance review of career teachers must be conducted at least every three years.
Plan Requirements	Required at the district level. Must be included in the CSIP.	Building plans are not required. Building plans are optional and are recommended to clarify the actions needed to address student needs and design PD at the building level as an extension of the district plan.	Required as of July 2005 for Career Teachers at the individual level.	A Plan for district-wide mentoring and induction is required for all districts and AEAs as an amendment to the CSIP.	Required as of July 2002 for beginning teachers July 2005 for career teachers.
Purpose	Purpose is to follow through with the stated purposes of the CSIP and build capacity through collective professional development to accomplish goals in student achievement. Focus is on instruction and professional growth of all site and district instructional staff.	Purposes are to: <ul style="list-style-type: none"> <li>• make the district plan more specific.</li> <li>• ensure that teachers and principal use building-level data for making decisions about PD.</li> <li>• design learning opportunities that are applicable at the classroom level.</li> <li>• set up collaborative structures at the building level.</li> </ul>	Purpose is professional growth of individual teachers as part of the district's focus to increase achievement for all students. Individual plans need to take the Building/District Career Plan and CSIP student learning goals into account. The ITCDP should align with the district career plan to the extent appropriate.	Purposes are to: <ul style="list-style-type: none"> <li>• promote excellence in teaching.</li> <li>• enhance student achievement.</li> <li>• build a supportive environment within school districts &amp; AEAs.</li> <li>• increase the retention of promising beginning teachers.</li> <li>• promote the personal and professional well-being of classroom teachers.</li> </ul>	Purpose is to provide process for evaluating teacher performance and developing appropriate supports for teachers to continually improve professional practice as related to the Iowa Teaching Standards and Criteria (ITSC).

	District Career Development Plans	Building Level PD Plans	Individual Teacher Career Development Plans	Mentoring & Induction	Evaluation
Structure	<p>Based on Chapter 83 of Iowa code.</p> <p>PD at the district-level uses an action research process (described in the Iowa Professional Development Model).</p> <p>Integrated into CSIP following the 4 Constant Conversation Questions</p>	<p>Building plans are not included in rules.</p> <p>PD at the building level uses an action research process described in IPDM.</p> <p>Building plans use the same structure as the district plan but is specific to the building context.</p>	<p>Based on Chapters 83 and 284 of Iowa code.</p> <p>ITCDP is based on:</p> <ul style="list-style-type: none"> <li>• the needs of the teacher.</li> <li>• the Iowa Teaching Standards and Criteria.</li> <li>• the student achievement goals of the building and district as per the CSIP.</li> </ul>	<p>Based on Chapter 83 of Iowa code.</p> <p>Mentoring and Induction uses the Iowa Teaching Standards and Criteria (ITSC) as the basis for training mentors and for support of beginning teachers</p> <p>Contained in CSIP.</p>	<p>Based on Chapters 83 and 284 of Iowa code</p> <p>Performance review is focused on:</p> <ul style="list-style-type: none"> <li>• continuous improvement of the teacher.</li> <li>• the teachers competence with the Iowa Teaching Standards/Criteria</li> <li>• identification of a need to improve.</li> <li>• determination of how well the teacher meets the district's expectations based on the ITSC.</li> </ul> <p><b>Evaluator preparation provided through evaluator training.</b></p> <p>Evaluators may use the following tools included in the training:</p> <ul style="list-style-type: none"> <li>• QIC-Decide</li> <li>• data collection</li> <li>• data-driven decision-making, conferencing between teachers and evaluators</li> </ul>

	District Career Development Plans	Building Level PD Plans	Individual Teacher Career Development Plans	Mentoring & Induction	Evaluation
Technical Assistance Resources	<p>Iowa Professional Development Model Training Manual and web site  <a href="http://www.state.ia.us/education/ecese/tqt/tc/prodev.html">http://www.state.ia.us/education/ecese/tqt/tc/prodev.html</a></p> <p>AEA contacts</p>	<p>Iowa Professional Development Model Training Manual and web site  <a href="http://www.state.ia.us/education/ecese/tqt/tc/prodev.html">http://www.state.ia.us/education/ecese/tqt/tc/prodev.html</a></p> <p>See Building Plan Workbook</p>	<p>Iowa Professional Development Model Training Manual and web site  <a href="http://www.state.ia.us/education/ecese/tqt/tc/prodev.html">http://www.state.ia.us/education/ecese/tqt/tc/prodev.html</a></p> <p>AEA web site address:  <a href="http://www.iowaaea.org/evaluation/welcome.html">http://www.iowaaea.org/evaluation/welcome.html</a></p> <p>AEA contacts</p>	<p>Iowa Mentoring and Induction Network Technical Assistance document and bibliography at  <a href="http://www.state.ia.us/education/ecese/tqt/tc/resources.html">http://www.state.ia.us/education/ecese/tqt/tc/resources.html</a></p> <p>AEA contacts</p>	<p>Evaluator Training Manual, "A Model Framework for Designing a Local Staff Evaluation System based on the Iowa Teaching Standards and Criteria"  <a href="http://www.state.ia.us/education/ecese/tqt/tc/doc/evalmodv2.doc">http://www.state.ia.us/education/ecese/tqt/tc/doc/evalmodv2.doc</a></p> <p>AEA web site address:  <a href="http://www.iowaaea.org/evaluation/welcome.html">http://www.iowaaea.org/evaluation/welcome.html</a></p> <p>AEA contacts</p>
Summary	<p>Data-based plan outlines the specific learning needed by <b>all teachers</b> to reach the district goals to continually increase student achievement as outlined in the CSIP</p>	<p>Data-based plan to outline the specific learning needed by <b>building staff</b> to reach the district and building goals to continually increase student achievement as outlined in the CSIP.</p>	<p>Data-based plan outlines the specific learning needed by <b>individual teachers</b> to reach the district goals to continually increase student achievement as outlined in the CSIP.</p>	<p>Plan outlines the specific learning needs by <b>individual teachers</b> to reach the district goals to continually increase student achievement as outlined in the CSIP.</p>	<p>Data-based plan between <b>individual teachers and the building principal</b> to reflect on an on-going basis about professional practices and support needed to continually increase student achievement as outlined in the CSIP.</p>

Notes

**Appendix F**

**Building Level  
Professional Development Plan  
Workbook**

**Nonregulatory Guidance – February 2005**

**Suggested Structure for Developing a  
Building Plan from the  
District Career Development Plan**



Notes

## Appendix F. Building Level Professional Development Plan Workbook

The Building Level Professional Development Plan is a tool for implementing the District Career Development Plan (DCDP) at the building level. The DCDP is part of the Comprehensive School Improvement Plan (CSIP) and is required of public school districts (IAC 281—83.6(2)). The optional building level plan for professional development is recommended to clarify the actions needed to address student learning needs and design professional development at the building level. The Individual Teacher Career Development Plan is based on the goals established in the district plan and should align closely with the building plan for professional development. The Iowa Teaching Standards and Criteria must be addressed by the district, building, and individual plans for professional growth.

Both the DCDP and the Building Level Professional Development Plan are based on the Iowa Professional Development Standards. The Iowa Professional Development Model provides guidance and technical assistance to assist schools, districts, and area education agencies as they implement professional development for student achievement in their setting. This workbook follows the Iowa Professional Development Model and provides a series of steps and suggestions for school teams to use as they build a plan for putting implementing the DCDP in their setting. (The components of the IPDM are highlighted in gray.) For buildings that already have a professional development plan in place, the workbook may be used to review the plans to ensure that all essential elements are in place. The SINA building action plan is an example of another format for recording plans.

It is recommended that the building plan be developed jointly by the school administrator, teachers, and others. See the following page for information about establishing a building level leadership team. Use this workbook to help the leadership team consider the district and building data and goals, as well as the local context for planning, making decisions, and communicating information.

The workbook is a companion document to the *Iowa Professional Development Training Manual*. For electronic version of the *Building Level Professional Development Plan Workbook* and the full text of the *IPDM Training Manual* see: <http://www.state.ia.us/educate/ecese/tgt/tc/prodev.html>. A *Workbook for Describing the District Career Development Plan* is also available at the same web-site.

Iowa Department of Education  
February 2005

For additional information contact:  
AEA Consultant for Professional Development or  
Deb Hansen  
Professional Development Consultant for Teacher Quality  
Iowa Department of Education  
Grimes State Office Building  
Des Moines, Iowa 50319-0146  
Phone: 515-281-6131  
Fax: 515- 281-7700  
Deb.hansen@iowa.gov

## Form a Professional Development Leadership Team

- Read the suggested purposes, composition, and facilitation ideas.
- List team members and roles below.
- Set a schedule for PD Leadership team meetings and add to calendar.

### Suggested Purposes of a Leadership Team:

- ☐ To help organize and support various professional development functions.
- ☐ To engage in participative decision making—the democratic decision making processes for keeping teachers involved and informed.
- ☐ To help principals sustain a focus on instruction and keep professional development functions going.
- ☐ To distribute leadership up and down the organization.

### Suggested Composition:

- ☐ Teachers representing various grade levels, content areas and role groups, i.e., elementary, middle school, high school, special education, Title I, gifted and talented, general education, etc. (Include individuals who have specific expertise in content, collecting and analyzing data, assessment, professional development, etc.)
- ☐ Principal
- ☐ Central office, i.e. directors of curriculum, staff development, and school improvement
- ☐ AEA provider/consultant(s)

### Suggested Facilitation:

- ☐ Clarify roles of the team, e.g. assisting with the collection and analysis of data; facilitating building meetings between training sessions; helping to collect and organize implementation data; demonstrating strategies; supporting the establishment of collaborative teams.
- ☐ Establish a protocol for meeting routines and a framework for agendas.
- ☐ Determine how meetings will be monitored and what data will be collected (Collect meeting artifacts, i.e., meeting agendas and minutes).

List PD Leadership Team members below.


Identify the roles of the building PD Leadership team:

Add PD Leadership Team meeting schedule to building calendar.

## Use the Iowa Professional Development Model for Guidance

Note: On the following pages, components of the Model are highlighted in gray.

### Collecting and Analyzing Data

- Review the district level data in the CSIP and in other tables and charts (See Constant Conversation #1).
- Describe student data at the building level. Consider questions on the following page.
- Record answers to questions below. Attach tables and charts.
- Discuss data with leadership team and full faculty using “Discussing Our School’s Data – Response Sheet”.

### Data Analysis Statement

**Question 1:**

**Findings:**

**Question 2:**

**Findings:**

**Question 3:**

**Findings:**

**Question 4:**

**Findings:**

**Question 5:**

**Findings:**

## **Collecting and Analyzing Student Data**

### **Questions to Study Student Needs at the School Level**

For suggestions on where to find data to answers these questions and methods for analyzing the data see Part 4 pages 21-22 of the IPDM Training Manual.

#### **Sample of school questions:**

1. What areas of reading/math are most difficult for our students? (For example, item analyses of ITBS/ITED data will reveal scores for sub-categories of reading such as “decoding”, “using context clues”, “determining main ideas”, etc.)? What are the strongest skill areas for our students in reading and math? What are the weakest areas?
2. Do we have overlap among our sub-groups? (For example, how many of our students with disabilities receive free/reduced lunch? How many of our low SES students belong to ethnic minorities? Etc.)
3. Did any sub-groups lower on portions of the ITBS than the rest of our student population?
4. What are the reading scores of students who have dropped out of school this year?
5. How often do poor readers get referred in a given year? Are poor readers referred to office for discipline problems more often than good readers?
6. How much independent reading do our students do? At school? At home?
7. What supports for struggling students are present in our school, neighborhood, and community? Do we know how effective they are?
8. Why are our students referred to the office? What are the most common forms of student misbehavior in our school?

#### **Sample of department/grade level questions**

9. What specific comprehension tasks account for any decline in overall comprehension scores on the ITBS?
10. How many of the 9th grade students reading below the 40th percentile on ITED are earning D's or F's in English I?
11. When we examine the item analysis data for each academic area on the ITBS/ITED, are there any weaknesses discovered in specific items consistently across all the grades?
12. How many of our students failed specific classes? For example: How many failed English I?

## Response Sheet – Discussing Our School's Data

This worksheet provides a structured way to facilitate a discussion about data. The PD leadership team should discuss the data and record the team's responses to the questions regarding the data. As soon as the data is organized and ready to share, the leadership team and principal should share the data and facilitate a discussion with the full faculty. This information will support goal setting and other decision making about professional development.

School Name: \_\_\_\_\_ Data Analyzed By: \_\_\_\_\_

Data Collection Period: \_\_\_\_\_ Date of Analysis: \_\_\_\_\_

**Type of Data Analyzed:** *(Check the data source you are analyzing.)*

### **Student Performance Data**

- \_\_\_ ITBS/ITED
- \_\_\_ Diagnostic \_\_\_\_\_
- \_\_\_ Grades or Progress Indicators
- \_\_\_ Other \_\_\_\_\_

1. What do you notice when you look at these data? What are you comfortable saying about student or staff performance based on these results?
  
  
  
  
  
  
  
  
  
2. What additional questions do these data generate?
  
  
  
  
  
  
  
  
  
3. What do these data indicate students need to work on?

Based on these data, what can we infer teachers/administrators need to work on?

4. What do the results and their implications mean for your instructional practices and building-level professional development plan?

## Goal Setting

### Establishing a Target for Building-Level Professional Development

List the Annual Improvement Goals or Annual Measurable Objectives for your building (Reading, Math, Science).

List the Professional Development Target listed in the District Career Development Plan:

A PD target is narrower than the broad annual improvement goal/ annual measurable objective. For example, a goal might be to improve reading by x percentile. Data analysis indicates that inference is a difficult skill for most students and may be contributing to low scores in reading comprehension. Therefore, a professional development target would be to increase reading comprehension by improving student's skills in making inferences.

List the Professional Development Target for your building (if more specific than the one listed above).

## Selecting Content

### **Describe the content to be studied. (See DCDP)**

The PD Leadership Team should read the studies and select one or two studies that support the practices you will be studying in professional development. Attach the research studies that support this content.

The team will lead the faculty in reading and discussing the strongest articles.

#### **Discussion Questions:**

1. What was the research question? Were the authors trying to solve the same problem we are?
2. What were the results of the study? Were they reported in Effect Sizes? If not, how were they reported? Did the treatment benefit the sample studied? In your opinion, were the benefits substantial? Why?
3. Compare and contrast the sample studied with your own student population. Has this treatment benefited other students in previous studies?
4. Is this treatment practical for your faculty? Do you have access to trainers? Do you have sufficient time in your PD schedule to learn this treatment?
5. Does the study describe the moves of the teacher? If yes, what are they?



## **Designing the Process for Staff Development**

Describe how training will be distributed through the year.

(For ideas for finding time go to IPDM Training Manual Part 4 pages 101- 104)

How often will you have training opportunities?

How long will they last?

How will you communicate with trainers to ensure that the theory and demonstrations meet the needs of the teachers and that practice opportunities are provided during training sessions?

Who will provide your training?

Describe how you will provide theory.

Describe how demonstrations will be included.

Describe how teachers will be given opportunities to practice.

Describe how collaborative teams will be organized.

Describe your communication plan for sharing this design with your staff.

Insert your PD calendar for your school.

List group training distributed through the year.

List times for collaborative team meetings (also called peer coaching meetings).

Plan for weekly or at a minimum bi-weekly for at least 45 minutes per meeting.

## Ongoing Cycle

### Training/Learning Opportunities

List the schedule for training sessions and follow-up activities that will support the delivery of theory, demonstrations, and opportunities to practice. Make sure that training is distributed through the school year and is frequent enough to address questions that arise from early implementation efforts.

### Implementation

Describe what your PD content will look like when it is in place. What will be the pattern of use? What will be the quality of use? How will it differ from current practice? Will it be integrated with current practice or will it replace current practice?

How often will the teachers use this strategy/skill in the classroom? For buildings with multiple role groups, list for each role group.

Describe how will you monitor your implementation. Include how you will collect data on both the frequency and skill of use with your planned change.

Who will collect these data and at what intervals?

How will these data be shared and with whom?

How often will you compare implementation data with formative data on student responses to your planned change? Will this occur in collaborative teams, school-wide, and/or district-wide?

## **Collaboration**

Each school will develop a plan for teacher collaboration that enables teachers to work cooperatively on learning new PD content and implementing it in classrooms.

Please describe your school's structures for collaboration (e.g., how often will teachers meet and for how long?)

How will the teams be formed?

Who will provide the structure for the use of collaboration time?

Who will set collaborative meeting agendas? What will a typical agenda include?

Describe how the building collaborative teams will communicate with the building PD leadership teams and the district-level PD leadership team?

## Evaluation

### Formative Evaluation

Formative evaluation is periodic measurement of progress toward your PD target. For example, if your PD target is the improvement of reading comprehension, your formative measure will periodically examine students' reading comprehension.

What instrument [measure(s)] will you use for your formative evaluation? (See research studies for ideas on how to measure student progress and how to determine frequency of data collection.)

How often will this measure be administered?

Will it be administered to all students or a sample of students at each data collection point?

How will results be shared with faculty?

See Part 4 page 15 for questions to ask of Implementation and Student Growth Data.

### Summative Evaluation

Summative evaluation is primarily the task of the district; each district must report its ITBS/ITED data to the state each year and these data are used to judge the efficacy of the district's educational programs. However, it is useful at the school level to also examine ITBS/ITED results, especially for cohorts of students, as these data confirm results of earlier formative measures and provide additional information to schools about the success of their instructional programs.

Use data to answer questions:

- Does this intervention work? Have we accomplished our goals for student learning?
- Should we continue this initiative as is, or with changes?
- Is the initiative complete?

The PD leadership team needs to decide how to organize and display the data and findings to support future planning.

Notes

**Appendix G**

**Workbook for Describing the  
District Career Development Plan**

**Nonregulatory Guidance – February 2005**

Notes

## Appendix G. Workbook for Describing the District Career Development Plan

The Comprehensive School Improvement Plan (CSIP) submitted in September of 2004 used a web-based format that integrated the requirements of the District Career Development Plan into each of the four constant conversation questions. It may be useful for the district professional development leadership team to study the CSIP and organize the elements of the District Career Development Plan into a brief professional development document. This document may be used to share information about professional development among faculty members and other stakeholders. A succinct document about district-level professional development will also assist in developing building plans and individual teacher career development plans.

The CSIP will include information that will address many of the questions or prompts listed below, but you are likely to have access to more detailed information that will help you with planning and implementing professional development that was not possible to submit in the limited space allotted for some CSIP sections. In this worksheet, it is appropriate to add additional clarifying information.

The four constant conversation questions and sub questions provided a framework for submitting the district's plan for comprehensive school improvement. The District Career Development Plan (DCDP) is nested in the four questions. See Part 1 of *The IPDM Training Manual* for an overview of the Iowa Professional Development Model and an example of how the constant conversation questions and the Iowa PD Model provide a framework for increasing student achievement. (Appendix B. One School's Story)

To help you make connections between the CSIP structure and the Iowa Professional Development Model, the components of the IPDM (shaded in gray) are listed where you will find them within the outline of the constant conversation questions. The codes used in the CSIP web-based document are identified along with the prompts, to help you find items on the web-summary of your CSIP, e.g., LRDA, PD4, TQ3).

Answers to Question 1 (*"What do data tell us about our student learning needs?"*) should provide information about the data that were used to set goals. Review the responses to Question 1 to find out how the professional development target aligns with the district's data and student learning goals.

Most of the DCDP will be recorded in Question 2 (*"What do/will we do to meet student learning needs?"*) under sub-question F (*"What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practices?"*). The DCDP is located here to demonstrate the connection between the academic instructional goals and professional development. Implementing the actions that are listed here for professional development will be critical to reaching the identified goals.

The formative and summative evaluation components of the DCDP are usually recorded under Question 3: (*"How will we assess student learning?"*) and Question 4: (*"How will we evaluate our programs and services to ensure improved student learning?"*)



## **Collecting/Analyzing Data:**

**The District Career Development Plan is based on student data and other needs assessment.** (LRDA1, TQ2)

**Constant Conversation Question #1**  
**What do data tell us about our current student learning needs?**

Write a brief statement describing what you learned about your students that helped you to make decisions about what to do to support student learning in this cycle of ongoing school improvement. The web-based CSIP did not allow for tables and charts. This document should include any data displays that will help to show student needs. The analysis should include the general population as well as findings and implications for all subgroups represented in the district (LRDA 2, 4).

The narrative should include a summary of your Professional Development Leadership Team's interpretation and comments on the implications of these data. Tools: The next page includes questions to help you organize this analysis. Also provided is a discussion guide to help facilitate dialogue regarding the data. An important step in implementing the DCDP is to make sure that all faculty members are knowledgeable about student needs and the rationale for studying new practices.

*Space provided for narrative; continue on separate paper as needed.*

## Sample District-Level Questions

Knowing what questions to ask is the first step. Knowing where to find the answers is the next. Different questions require that the data be examined in different ways. The following discussion examines each of our sample questions and suggests one method to examine the data to answer the question. Often there are multiple ways that the data can be examined to answer each question.

1. How does our student performance in reading and math compare with state and national achievement norms?  
*ITBS and ITED both have national and state achievement norms. Other assessments, PLAN, EXPLORE, and ACT for example, have national norms. Examine the state and national percentile ranks. On ITBS and ITED be careful because the school data is given two ways: rank on student norms and rank on school norms.*
2. Are our mean percentile math and reading achievement scores consistent at the elementary, middle school and high school levels?  
*Again the ITBS and ITED percentile ranks will give you this information. CAUTION: It is not good statistical practice to find the mean of percentile ranks because they are not equal interval data. You must average the standard scores and then use a conversion table to find the appropriate percentile rank. EXCEL calculates mean, mode, standard deviation, and range quickly using the "descriptive statistics" function.*
3. How does the achievement of our various subgroups (e.g., Special Education, English Language Learners, Low Socioeconomic Status, ethnic minorities, etc.) compare with our district averages in reading and math? Are we serving all students equally?  
*Most assessments for which students receive scores can be disaggregated. Excel's "Pivot Table" tool can accomplish this easily.*
4. How many schools do we have "in need of assistance" or in danger of being labeled "in need of assistance?"  
*All school must test at least 95% of their students enrolled on the beginning day of ITBS/ITED testing. The percent of students who have attended for a full academic year (FAY) and score proficient on ITBS/ITED in Reading Comprehension and Math Total must be above the state Annual Measurable Objective (AMO). A 98% one sided confidence interval and safe harbor may also be taken into account.*
5. How often are students with low scores reading and math absent?  
*Again ITBS/ITED scores or another measure such as a criterion referenced test (CRT) may be used. The Excel Data Analysis Tool called "correlation" will calculate the correlations.*
6. How often do poor readers (or students struggling with math) get referred in a given year? Are poor readers referred to the office for discipline problems more often than good readers?  
*See #5.*
7. How many of our students are proficient in reading? Math?  
*First you must determine what is meant by proficient. For the NCLB legislation proficient is defined as scoring above the 40th percentile on the ITBS or ITED using the 2000 norms on the Reading Comprehension and Mathematics Total scores. Excel "IF" statements can help answer this question.*
8. How many of our students are "marginally" proficient (e.g., scoring between the 41st and 50th percentile in reading and math on the ITBS/ITED?)  
*See #7. An EXCEL scatter plot can also help to visualize just where your students are scoring.*

## Response Sheet – Discussing Our District's Data

This worksheet provides a structured way to facilitate a discussion about data. The PD Leadership Team should discuss the data and record the team's responses to the questions regarding the data. As soon as the data is organized and ready to share, the leadership team and principal should share the data and facilitate a discussion with the full faculty. This information will support goal setting and other decision making about professional development.

District Name: \_\_\_\_\_ Data Analyzed By: \_\_\_\_\_

Data Collection Period: \_\_\_\_\_ Date of Analysis: \_\_\_\_\_

Type of Data Analyzed: *(Check the data source you are analyzing.)*

### **S t u d e n t   P e r f o r m a n c e   D a t a**

\_\_\_ ITBS/ITED

\_\_\_ Diagnostic: \_\_\_\_\_

\_\_\_ Grades or Progress Indicators

\_\_\_ Other: \_\_\_\_\_

---

5. What do you notice when you look at these data? What are you comfortable saying about student or staff performance based on these results?

6. What additional questions do these data generate?

7. What do these data indicate students need to work on?

Based on these data, what can we infer teachers/administrators need to work on?

8. What do the results and their implications mean for your instructional practices and building-level professional development plan?

## **Goal Setting:**

**Professional development is aligned with district goals.** (TQ1)

**Constant Conversation Question #2**  
**What do we do to meet student learning needs?**

List student learning goals.

List measurable annual objectives or annual improvement goals in the area of instruction (This won't be found in the CSIP but is important for designing quality PD.)

**Professional development is focused on instruction, curriculum, and assessment.** (TQ3/4)

List the district professional development target (See attached definition of PD target):

A PD target is narrower than the broad annual improvement goal/ annual measurable objective. For example, a goal might be to improve reading by x percentile. Data analysis indicates that inference is a difficult skill for most students and may be contributing to low scores in reading comprehension. Therefore, a professional development target would be to increase reading comprehension by improving student's skills in making inferences.

If buildings have different targets, also include the building targets.

## Selecting Content:

**Professional development learning opportunities are research-based.** (PD5)

Describe the content to be studied. (See DCDP)

The PD Leadership Team should read the studies and select one or two studies that support the practices you will be studying in professional development. Attach the research studies that support this content.

The team will lead the faculty in reading and discussing the strongest articles.

### Discussion Questions

1. What was the research question? Were the authors trying to solve the same problem we are?
2. What were the results of the study? Were they reported in Effect Sizes? If not, how were they reported? Did the treatment benefit the sample studied? In your opinion, were the benefits substantial? Why?
3. Compare and contrast the sample studied with your own student population. Has this treatment benefited other students in previous studies?
4. Is this treatment practical for your faculty? Do you have access to trainers? Do you have sufficient time in your PD schedule to learn this treatment?
5. Does the study describe the moves of the teacher? If yes, what are they?

**Professional development learning opportunities are aligned with Iowa Teaching Standards and criteria.** (TQ5)

Identify the Teaching Standards and criteria that are addressed by the PD you have designed. You do not need to list all the standards and criteria here. (Remember that as you are working on PD, the implementation data, formative assessments, collaborative logs, etc., provide artifacts and documentation for teachers to use as part of their individual plan and their performance reviews.)

## **Designing the Process:**

**The plan must include all K-12 teachers responsible for instruction.** (TQ8)

Identify the target audience for professional development:

Also describe how administrators will be involved.

**The District Career Development Plan includes theory, demonstration, practice, observation, reflection, collaboration, technology integration, and the study of implementation.** (TQ7)

## **Training and Learning Opportunities**

Describe how training will be distributed through the year.  
(For ideas for finding time go to IPDM Training Manual Part 4 pages 101- 104)

How often will you have training opportunities?

How long will they last?

How will you communicate with trainers to ensure that the theory and demonstrations meet the needs of the teachers and that practice opportunities are provided during training sessions?

Who will provide your training?

Describe how you will provide theory.

Describe how demonstrations will be included.

Describe how teachers will be given opportunities to practice.  
Describe how collaborative teams will be organized.

Describe your communication plan for sharing this design with your staff.

Insert your PD calendar for your district.

List group training distributed through the year.

List times for collaborative team meetings (also called peer coaching meetings).

Plan for weekly or at a minimum bi-weekly for at least 45 minutes per meeting.

### **Implementation** (TQ10)

Describe what your PD content will look like when it is in place. What will be the pattern of use? What will be the quality of use? How will it differ from current practice? Will it be integrated with current practice or will it replace current practice?

How often will the teachers use this strategy/skill in the classroom? For buildings with multiple role groups, list for each role group.

Describe how you will monitor your implementation. Include how you will collect data on both the frequency and skill of use with your planned change.

Who will collect these data and at what intervals?

How will these data be shared and with whom?

How often will you compare implementation data with formative data on student responses to your planned change? Will this occur in collaborative teams, school-wide, and/or district-wide?

## **Collaboration:**

Each school will develop a plan for teacher collaboration that enables teachers to work cooperatively on learning new PD content and implementing it in classrooms.

Please describe your school's structures for collaboration (e.g., how often will teachers meet and for how long?)

How will the teams be formed?

Who will provide the structure for the use of collaboration time?

Who will set collaborative meeting agendas? What will a typical agenda include?

Describe how the building collaborative teams will communicate with the building PD Leadership Teams and the district-level PD leadership team?



## Evaluation

### Constant Conversation Question #3 How will we assess student learning?

#### Formative Evaluation

**The DCDP contains a description of formative evaluation processes for professional development.** (TQ 11)

Formative evaluation is periodic measurement of progress toward your PD target. For example, if your PD target is the improvement of reading comprehension, your formative measure will periodically examine students' reading comprehension.

What instrument [measure(s)] will you use for your formative evaluation? (See research studies for ideas on how to measure student progress and how to determine frequency of data collection.)

How often will this measure be administered?

Will it be administered to all students or a sample of students at each data collection point?

How will results be shared with faculty?

*See The Iowa Professional Development Training Manual, Part 4 page 15 for questions to ask of Implementation and Student Growth Data.*

## **Summative Evaluation**

**The DCDP contains a description of a program evaluation design for summative evaluation processes for professional development.** (TQ12)

**Constant Conversation Question #4**  
**How do we evaluate our programs and services to ensure improved student learning?**

Summative evaluation is primarily the task of the district; each district must report its ITBS/ITED data to the state each year and these data are used to judge the efficacy of the district's educational programs. However, it is useful at the school level to also examine ITBS/ITED results, especially for cohorts of students, as these data confirm results of earlier formative measures and provide additional information to schools about the success of their instructional programs.

Use data to answer questions:

Does this intervention work? Have we accomplished our goals for student learning?

Should we continue this initiative as is, or with changes?

Is the initiative complete?

The PD Leadership Team needs to decide how to organize and display the data and findings to support future planning.

**The DCDP includes the identification of the approved professional development provider(s).** (TQ6)

List your provider:

Notes

# Administrator's Guide



**JUNE 2005**

For Additional Information Contact:

**Deb Hansen**  
**Professional Development Consultant for Teacher Quality**

State of Iowa  
Department of Education  
Grimes State Office Building  
Des Moines, Iowa  
50319-0146

Phone: 515-281-6131  
Fax: 515-281-7700  
E-mail: [Deb.hansen@iowa.gov](mailto:Deb.hansen@iowa.gov)  
<http://www.state.ia.us/educate/>

